DOCUMENT RESUME

ED 050 728 JC 710 164

TITLE Proposal for a Job Preparedness Center at Saltville, Virginia.

INSTITUTION Virginia Highlands Community Coll., Abingdon.

PUB DATE [71]

NOTE 33p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS *Adult Basic Education, Adult Education, Adult Vocational Education, Community Services, Counseling Programs, *Job Training, *Junior Colleges, Learning Laboratories, *Retraining, *School Community Relationship, Vocational Education

IDENTIFIERS *Virginia

ABSTRACT

This report offers a fine example of a community college responding to a community need. Virginia Highlands Community College (Virginia) proposes establishment of a job-preparedness center at Saltville, Virginia (a small company town), to provide training that will equip approximately 600 workers for new jobs in the area after the existing chemical plant closes. The center is expected to provide training in basic communication skills, reading and mathematics, and detailed training for specific jobs. Activities will be coordinated with other local, state, and federal agencies to avoid duplication and assure maximum benefits. The following aspects of the center are discussed: proposed schedule for the project, proposed budget and personnel supplement, evaluation criteria, counseling, job training, and adult basic education. The center will be in operation by September 1971, and completed by September 1973. (CA)

ED050728

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROPOSAL FOR A

JOB PREPAREDNESS CENTER

AT

SALTVILLE, VIRGINIA

JC 710 164

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 21 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Prepared by: Virginia Highlands Community College
Abingdon, Virginia

SUMMARY

Not later than December 1972 the Olin Chemical plant at Saltville, Virginia, will discontinue production of soda ash because it cannot meet stringent new water pollution standards. More than 600 workers will lose their jobs in this small company town.

Virginia Highlands Community College proposes to establish a Job Preparedness Center at Saltville to provide training which will equip these workers for new jobs in the area.

Since most of the workers have little education, the Job Preparedness Center will provide training in basic communication skills, reading, and mathematics as well as detailed training for specific jobs.

Activities at the Center will be coordinated with other local, state, and federal agencies to avoid duplication and to assure maximum benefits.

A program director has been appointed from the College staff. The Center director will be appointed in July 1971 and the Center will be in operation by September 1971. The program should be completed by September 1973. Total cost for the project is expected to be $263,955. The town of Saltville will provide $45,500 in kind, and $218,455 still must be funded.

It is recognized that this Center is not the whole solution to the many problems brought about by the closing of the soda ash plant, but it is the part of the overall solution that Virginia Highlands Community College can best perform.

TABLE OF CONTENTS

SUMMARY..... i

TABLE OF CONTENTS.....iii

BACKGROUND..... 1

Water Standards Close Plant..... 1

The Company Town..... 1

The Hourly Shift Worker..... 2

Educational Attainment Low..... 2

Relocation Not Feasible..... 3

Anxiety Increasing..... 3

Assets..... 4

Industrial Development.....4,5

VIRGINIA HIGHLANDS COMMUNITY COLLEGE..... 6

Comprehensive Institution..... 6

Job Training..... 7

Learning Laboratory..... 7

Adult Basic Education.....7,8

Counseling.....8,9

Relations With Other Agencies..... 9

JOB PREPAREDNESS CENTER..... 10

Learning Center..... 10

Job Training..... 11

Individual and Group Counseling..... 11

Articulation With Olin..... 12

College Work Study Students..... 12

Emphasis Women..... 12

Community Workshops..... 13
Other..... 13
Coordination With Other Agencies..... 13
Evaluation..... 14,15,16
PROPOSED SCHEDULE..... 17,18
BUDGET..... 19
Personnel 20
Consultants..... 20
Travel..... 20
Space Costs and Rentals..... 21
Consumable Supplies..... 21
Equipment Purchased - Learning Center..... 22
Equipment Purchased - Job Training..... 22
Equipment Purchased - Administrative..... 23
Equipment Leased or Rented - Job Training..... 23
Non-Consumable Materials..... 24
Other Costs..... 24
PERSONNEL SUPPLEMENT TO BUDGET - Project Director.... 25
Job Preparedness Center Director..... 25
Teacher/Counselor..... 26
Job Training Specialists..... 26
Clerk/typist..... 26
Custodian..... 27
College Work Study Students..... 27
RESUME - Martha A. Turnage, Project Director 28

BACKGROUND

A community college operates under the mandate to respond to the needs of its region. Twenty-four miles from Virginia Highlands Community College is the town of Saltville, a one-industry town that has been psychologically and economically dependent upon the Olin Corporation, or its predecessors, since 1893.

Water Standards Close Plant. Because the government is enforcing water pollution standards, more than 600 jobs will be eliminated. This directly affects about 3,000 people, including families of the Olin employees, who will be without wages when the soda ash plant shuts down by December, 1972.

The Company Town. Six hundred people out of work in an urban area merely "jiggles" the statistics for a month or so. This is not true of a small company town like Saltville. The intimate relationship between this one employer and the town is illustrated by a recent newspaper article[1] which says, in part:

> At one time, the Olin worker and his family lived in a company-owned house, which he rented for $10-$20 per month. He could buy his groceries, clothing, and household items at the company store and pay for them with a small deduction from his paycheck. Olin also owned the water supply which was just recently given to the town.
>
> Thus, the community and company remained closely interlinked throughout the years with the father introducing the son into the plant work force. Most families remained within the town and today some Olin employees are the third and fourth generation to work for the company.

---

[1]Winston Jones, Bristol Herald Courier, March 21, 1971.

The Hourly Shift Worker. Among those who will lose their jobs are 608 hourly shift workers.[1] Of these, only 162 maintenance men possess skills which will have direct application in other industries. This leaves 446 production workers whose skills are not transferable.

One Olin official[2] has stated:

> Generally speaking, we have an under educated work force of second and third generation Olin employees. They have looked to Olin for employment over the years and many of them won't look for other work because they don't think it possible to find and they don't know how to look.

Most of these production workers have never filled out a job application form. For generations, fathers took their sons down to "the plant" and taught them their jobs. Characteristically, jobs have been passed down in families. The pattern of dropping out of school at the end of the elementary years to go to work developed.

Educational Attainment Low. Production work required little educational background. While many of the jobs require considerable skill and such attributes as manual dexterity, manipulative ability, physical strength, and physical stamina, these were best developed on the job. Consequently, until quite recently education has neither been highly valued nor financially rewarding. An analysis of educational attainment, as measured by the highest grade completed,[3] shows that 79 per cent of the workers have less than

---

[1]Olin Personnel Office, February, 1971.

[2]W. H. Heaviside, Olin Corporation, Stamford, Conn., personal communication to Mrs. Martha Turnage, Virginia Highlands Community College, December 10, 1970.

[3]From data supplied by Olin Personnel Office, February, 1971.

a high school education and 52 per cent have completed no more than the eighth grade. Of those having some high school education, 56 per cent have not graduated.

Relocation Not Feasible. The Olin Corporation has made an unprecedented offer to attempt to relocate any of the affected workers at some other Olin location. This offer has been open for several weeks; however, to date less than sixty workers have expressed any interest. This is not surprising in view of previous programs where Appalachian workers have been relocated in urban areas. While many have made satisfactory job adjustments, they have not been generally successful in making the necessary social adjustments. Often the workers experienced extreme alienation and quickly returned to the "security" of their Appalachian homes. Where they have stayed on in the urban areas, "Appalachia ghettos" often resulted. One must, therefore, reject massive relocation as a feasible response to the present situation.

Anxiety Increasing. One further phenomena must be considered in any program attempting to deal with the situation created by the closing of the soda ash production. This has to do with the pathological effects of the uncertainty and, in many cases, despair caused by the impending loss of jobs. After a study of psychiatric statistics between 1910 and 1960, Dr. M. Harvey Brenner[1] summarized the findings by: "Whenever you see an economic index, what you're also looking at is a

---

[1]Borders, William, "Professor Sees Mental Health Tied to Economy," p. 58, New York Times, November 23, 1967.

mental health index in reverse." Dr. Brenner said, "... what my data indicate is that economic adversity is a major factor in psychoses in general."

Assets. The people of the Town of Saltville have recognized the severity of the problem facing them. Mayor W. J. Totten says: "Whatever rules come out of this closing and planning for this plant will be the ones that the balance of the United States will use. I think we are a guinea pig." Banker N. O. Williams says that the people in the town realize they have problems, and are no longer ignoring them.

No longer does Olin own 800 company houses in town which rented for $25 a month for a 10-room house, or the town water system, or the community hospital, or supplement deficits in the town budget. Though the Olin workers live in the surrounding area, only about 200 live within the town limits; thus a diversity exists that did not ten years ago.

Industrial Development. The Saltville Industrial Development Corporation has been formed to attract new industry. Olin has recently donated an 11-acre tract of land to the town for development as an industrial park. The region enjoys relatively cheap and abundant electricity, a large stable labor force, a good transportation network, and a pleasant climate.

Saltville has the three primary attributes cited in the Journal of the Appalachian Regional Commission[1]: 1) Basic assets of location and positive attitude on the part of the

---

[1] "Industry Advises Region on Industrial Development," Appalachia, Vol. 4, No. 5, Feb., 1971, p. 14.

community, 2) Available data, 3) Intense desire by Saltville Industrial Development Corporation to make the community more attractive to industry..

Officials are confident that new industry can be found that will locate in the region. The capability of retraining the Olin work force to meet the standards and specifications of some new industry may be a critical factor in this selection. For this reason the town officials have granted Virginia Highlands Community College the use of a large modern building, originally constructed as the Olin data processing center and donated to the town, for use as a job preparedness center.

The Industrial Development Division of the Governors Office has made the Saltville-Chilhowie area one of their prime target areas. There is indeed reason to believe that new industry can be, and will be, located in the area and that new jobs will exist for which these workers can be trained.

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

Virginia Highlands Community College was created by action of the State Board for Community Colleges on November 30, 1967. Since that time the college has been erected on a 100-acre tract of land located just west of Abingdon, Virginia. The college serves the City of Bristol, Virginia, Washington County, and the western portion of Smyth County.

The college assumed responsibility for the post-high school occupational-technical programs formerly offered by the Washington County Vocational-Technical School in the fall of 1969. A full comprehensive community college program was offered for the first time in the fall of 1970. The initial enrollment was 567 students.

Comprehensive Institution. Virginia Highlands Community College is a part of the Virginia Community College System. As such it is a comprehensive institution offering programs of instruction extending up to two years beyond high school. Educational opportunities are provided for adults as well as college age youth. These include: (1) Occupational-Technical Education; (2) University Parallel-College Transfer Education; (3) General Education; (4) Continuing Adult Education; (5) Special Training Programs; (6) Developmental Programs; and (7) Specialized Regional and Community Services.

Job Training. As a part of its overall objectives, Virginia Highlands Community College and the Special Training Division of the State Department of Community Colleges together have offered job training programs for five different industries in the short time the college has been in operation. This effort has resulted in the training of 450 potential employees who have been trained for new jobs in new and expanding industries.

Learning Laboratory. The college has developed a relatively new concept which has special relevance to individualized basic educational programs for adults: the learning laboratory. At the college, the learning laboratory is used to provide developmental and supplementary educational opportunities. The laboratory utilizes individualized learning concepts and makes use of such materials and equipment as programmed texts, teaching machines, film loops, film strips, and audio recordings. It has proven to be an exceptionally effective tool for a wide range of instructional programs.

Adult Basic Education. Adult basic education is the responsibility of the State Board of Education and of the local school divisions. The local school division has, and is, sponsoring adult basic education classes. It will, no doubt, continue to do so throughout the coming emergency period. Any formal classes in adult basic education will be coordinated with, or operated by, the public schools. The college will provide opportunities to develop basic skills, such as reading,

communication skills, and mathematics, when they are related to specific job specifications. Any formal recognition of educational attainment, such as the GED test, must remain the responsibility of the public schools. Cooperation between the college and the public schools has been effective in the past and there is every reason to believe that this relationship will continue as both marshall their resources to meet the coming task.

Currently, the Community College is exploring a cooperative working arrangement with the University of Virginia and the three school divisions in its region (Bristol City, Washington County, Smyth County,) to develop a program to promote leadership in the unitary school system. The primary thrust of this venture in professional development is to assist the school divisions in developing leadership in order to solve problems in school desegregation.

Counseling. Counseling is an important function of the Student Services section at the college. Professional counselors at the college are available to assist in planning academic programs and, more importantly to the task at hand, assist in developing realistic occupational programs and alternatives for individual workers. In addition, the Student Services Division of the State Department of Community Colleges has developed resources for providing an effective humanistic education program which will have application in countering the negative effects of the tension and despair already noted. Finally, the Special

Training Division has developed effective programs of group orientation to techniques of seeking and holding jobs. These programs include an orientation to the profit system and the effect of productivity to job security.

Relations With Other Agencies. Through its efforts in job training in the past, the college and the Special Training Division of the State Department of Community Colleges have established open and effective working relationships with such state agencies as the Virginia Employment Commission and the Division of Industrial Development. These effective working relationships will enable the various agencies to bring the weight of their resources to bear on the solution of problems associated with the job loss at Saltville.

This proposal is an outgrowth of conferences held with Olin officials and with Saltville Town officials in December, 1970 and January, 1971, shortly after the closing was announced. The need was defined at these early meetings and possible responses were investigated. A preliminary proposal was developed in February, 1971. This proposal was developed from the earlier effort, but has been substantially refined on the basis of comments and suggestions of various officials of Olin, the Town of Saltville, the Virginia Employment Commission, the Division of Industrial Development, the State Department of Community Colleges, and the State Department of Education.

JOB PREPAREDNESS CENTER

Virginia Highlands Community College proposes to establish and operate a Job Preparedness Center at Saltville, Virginia, from approximately September 1, 1971 through August 1, 1973. The purpose of this Center is to provide training and counseling for the workers to be affected by the impending shut-down of soda ash production at the Olin Chemical plant in Saltville, and others in the area, so that they will be prepared to find employment in new or existing jobs in the area. The purpose is to provide alternatives for these men while they are still employed rather than acting after the fact. To this end, the Center will employ various techniques and develop a variety of programs to prepare the workers for employment in new industries and to develop specific job skills as new jobs are indentified. Among the tasks to be completed, and the techniques proposed are:

Learning Center. A learning center patterned after the Learning Laboratory at the College, but specifically adapted to the task at hand, will be established in a building provided by the Town of Saltville. The Learning Center will provide resources for individual workers to develop their skills in basic communications (English) and basic mathematics. Moreover, individualized programs of instruction will be available in areas having application to broad groups of job types. These would include such subjects as blueprint reading, shop

mathematics, and basic electricity. As specific jobs are identified, additional materials will be added to the Center, as required.

Job Training. As specific jobs or job types are identified, training programs will be developed. Selected workers will be trained in the necessary skills and provided the opportunity to obtain the necessary knowledge to successfully enter the job. These programs will preferably be conducted before the worker is terminated from his present job. In any case, these programs will usually precede employment in the new industry.

This program of the job preparedness center is similar to the existing Special Training Program of the college and the State Department of Community Colleges except, unlike Special Training, it will not be limited to new industry and, in many cases, the training programs will be longer and more extensive than usual because of the educational level of the workers.

Individual and Group Counseling. Humanistic education programs will be developed to assist the workers, their families, and others in the community understand the new circumstances which are being thrust upon them, allow them to overcome their anxieties, and assist them in developing a healthy, positive approach in dealing with such problems. While workers may be receiving some direction with respect to job availability, they are not receiving counseling essential to job preparedness.

Articulation With Olin. Beginning in April, college representatives will meet with Olin employees along with a representative of Olin's personnel office to present the program of the Job Preparedness Center. At this time, the men will be given a "take-home" survey. This will give us specific information concerning their future plans--willingness to take advantage of Learning Center basic education -- interest in job preparedness -- skills they possess not related to their Olin jobs.

College Work Study Students. College work study students from the area will be used to assist in the Learning Center and with other projects associated with Job Preparedness Center activities. The availability of CWSP funds will make it possible for many of the youth of the area to continue their education at the College during this period of financial stress in the community. CWSP funds have been requested separately and, other than the 20% matching shares, are not a part of this project.

Emphasis Women. Programs of particular interest to the women of the affected families will be developed, both to provide opportunities to develop salable skills and to provide a vehicle for helping the women understand the problems of the displaced worker. The traditional roles of the man and woman in society are still quite strong in this Appalachian area. This is going to be upset, to a greater or lesser degree, by this job loss.

Community Workshops. Community workshops focusing on various projects will be conducted. Such workshops may include such topics as the following: Use of Forest Land for Extra Income; Consumer Education; Community Development; etc. Volunteer groups to assist at the Job Preparedness Center could be developed.

Other. Other specific projects within the framework of the Job Preparedness Center will be developed as the opportunity and need presents itself. All such projects will have to be directly applicable to the transition from a company town to a more diversified community or of directly assisting in the preparation for new jobs.

Coordination With Other Agencies. A cardinal principle in the development and operation of the Job Preparedness Center must be that the Center will not duplicate the functions and programs of other agencies. If another agency is prepared to do the job, then the task is to make certain that the activities of the Center serve to enhance and complement those of the other agency. Other agencies and programs presently recognized as having an important bearing on this project include the Virginia Employment Commission, the Division of Industrial Development of the Governor's office, the Saltville Industrial Development Corporation, other local industrial development efforts, including those of the N. & W. Railroad and the Appalachian Power Company, Mountain CAP, the Smyth County School Board including, specifically, activities at R. B. Worthy High School in Saltville, the State Board of

Education activities in Vocational Education (including MDTA) and in Adult Basic and Adult Continuing Education, and the Mount Rogers Planning District Commission. Other agencies will undoubtedly be identified as the work goes forward. The continuing efforts of the Olin Corporation to provide every possible assistance must also be recognized. The feasibility of this project has been greatly enhanced by the resources which originally came from Olin.

Evaluation. The central purpose of the Center is to prepare the workers displaced by the Olin shut-down for new jobs. The primary criterion of evaluation, therefore, must be how well this is done. The effectiveness of this effort will be judged on the following points in approximate order of importance:

1. The number of persons successfully trained for specific jobs which are shown to exist in the area.

   Criterion: Completion of prescribed training program and meeting all requirements for placement.

   Judged by: VEC specifications. Evaluation of VEC counselor.

2. The number of persons hired into jobs for which they were trained by the Center.

   Criterion: Placement in a job related to the training received at the Center.

   Judged by: Job placement reports from trainees and from VEC.

3. The number of persons achieving a level of general educational proficiency which prepares them to be trained for a job of their choice.

   Criterion: Selection for job training.

   Judged by: VEC counselor.

4. The attitude of the workers and their families, as well as others in the area, toward the Center at the time the program is completed. (This is to evaluate how well the humanistic education and counseling succeeded in creating a healthy, positive attitude toward facing and overcoming the problems.)

   Criterion: Follow-up survey and interviews.

   Judged by: College administration.

5. The number of persons making use of the Center.

   Criterion: Individual using the training facilities of the Center upon at least three separate occasions for at least one-half hour each occasion.

   Judged by: Center records.

6. Use of Center facilities by other agencies and groups for activities related to the primary purposes of the Job Preparedness Center.

   Criterion: Number of individuals involved, number of activities, and the degree to which the activities relate to the function of providing new jobs.

   Judged by: Center records.

7. Effectiveness of linkage with other agencies.

   Criterion: Joint usage of Center facilities by cooperating agencies.

   Judged by: Center records.

   Criterion: Effectiveness of Center activities in complementing and enhancing the activities of other agencies. Absence of undesirable duplication.

   Judged by: Evaluation by cooperating agency officials on questionnaires at end of program.

8. The last point of evaluation is completely out of the hands of the College or Center personnel, but in the long run it may be the most important item of all.

   The number of new jobs created in new or expanding industry brought about, at least in part, because of the establishment of the Center.

   Criterion: Number of new jobs.

   Judged by: VEC and Division of Industrial Development.

PROPOSED SCHEDULE

The proposed schedule is based on the assumption that the plant will continue operations up to the deadline date of December 31, 1972. Any substantial deviation from this projected termination date would, of course, alter the requirements for action, and hence, the proposed schedule. The projected time schedule is as follows:

December, 1970:	Preliminary exploratory discussions with company and town officials.
February, 1971:	Rationale and preliminary proposal.
March, 1971:	Appointment of Project Director Preparation of proposal. Continued discussion with local, state and federal officials. Continued refinement of program.
June, 1971:	Funding required.
July, 1971:	Hire Job Preparedness Center Director Order equipment Order materials Develop detailed plans
September,1971:	Hire teacher/counselors Establish Learning Center
	Begin community workshops
January, 1972:	Start humanistic education program
May, 1972:	Start specific job training cycles for jobs with long training time
August, 1972:	Start specific job training cycles for jobs with moderate training time

December, 1972: SHUT DOWN OF SODA ASH PLANT

Accelerate job training cycles to full-time basis

Continue learning center and job training operations, as needed. It is estimated that the task will be largely completed by ---

September,1973: Terminate special programs as cycles are completed. Terminate learning center operation. If services are still needed, continue them as a part of the general community service program of the College.

SUMMARY - BUDGET

ITEM	cost FY 1972	FY 1973	FY 1974	Total
EXPENSES				
Personnel	52,040	78,690	13,210	143,940
Consultants	700	700	0	1,400
Travel	4,100	4,100	600	8,800
Space Costs and Rentals	25,200	25,200	4,200	54,600
Consumable Supplies	4,100	5,300	750	10,150
Equipment Purchased				
Learning Center	12,940	0	0	12,940
Job Training	3,060	0	0	3,060
Administrative	1,500	0	0	1,500
Equipment Leased or Rented				
Job Training	500	2,000	500	3,000
Non-Consumable Supplies	11,045	7,900	0	18,945
Other Costs	2,550	2,550	520	5,620
T O T A L S	117,735	126,440	19,780	263,955
INCOME				
Town of Saltville--in kind	21,000	21,000	3,500	45,500
Grant Request	96,735	105,440	16,280	218,455
T O T A L S	117,735	126,440	19,780	263,955

BUDGET
JOB PREPAREDNESS CENTER

ITEM	cost FY 1972	FY 1973	FY 1974	Total
PERSONNEL (see personnel supplement)				
Project Director (1/2 Time)	7,000	7,000	1,200	15,200
Job Preparedness Center Director	14,000	14,000	2,300	30,300
Teacher/Counselor (2 at 12,000/yr.)	20,000	24,000	4,000	48,000
Job Training Specialists	2,000	24,000	4,000	30,000
Clerk/Typist	4,200	4,410	780	9,390
Custodian	3,600	3,780	670	8,050
College Work/Study Students from the area. Matching share of salary. Equivalent of Two Full-Time Personnel from 9/71 to 9/73. (20% of 1.80 per hour)	1,240	1,500	260	3,000
Subtotal - Personnel	52,040	78,690	13,210	143,940
CONSULTANTS				
Consultants and Special Resource Persons to Assist in Development of Program and in Community Workshops	700	700	0	1,400
Subtotal - Consultants	700	700	0	1,400
TRAVEL				
Local Travel by Automobile. Estimate an Average of 3000 Miles Per Month at 10¢ per mile	3,600	3,600	600	7,800
Travel and Lodging of Center Personnel Outside Local Area	500	500	0	1,000
Subtotal - Travel	4,100	4,100	600	8.800

ITEM	cost FY 1972	FY 1973	FY 1974	Total
SPACE COSTS AND RENTALS				
Rental of Job Preparedness Center Building (Value at $3.00 per Sq. Ft. Per Year. To be Furnished by Town of Saltville. 6800 sq. ft.)	20,400*	20,400*	3,400*	44,200*
Rental of Furnishings for Job Preparedness Center. Value of Furnishings Estimated to Total $2,400. Rental Value Estimated at 25% Per Year. To be Provided by Town of Saltville	600*	600*	100*	1,300*
Utilities (Heat, Light, Water, Sewage)	3,600	3,600	600	7,800
Maintenance of Space	600	600	100	1,300
*To Be Provided in Kind by Town of Saltville				
Subtotal - Space Costs and Rentals	25,200	25,200	4,200	54,600
CONSUMABLE SUPPLIES				
Office Supplies	300	300	50	650
Program Supplies				
Testing Materials	1,000	500	0	1,500
Teaching Supplies	500	700	100	1,300
Consumable Supplies For Job Training	2,000	3,500	500	6,000
Maintenance Supplies	300	300	100	700
Subtotal - Consumable Supplies	4,100	5,300	750	10,150

ITEM	cost FY 1972	FY 1973	FY 1974	Total
EQUIPMENT - PURCHASED				
LEARNING CENTER				
Welch Autotutor (Teaching Machine) 5 at 1,200	6,000	--	--	6,000
Didactor (Teaching Machine) 3 at 500	1,500	--	--	1,500
Compukee Keyboard Trainer 2 at 2,200	4,400	--	--	4,400
Film Strip/Audio Casette Player Du Kane 2 at 245	490	--	--	490
Film Strip/Record Player Du Kane 1 at 250	250	--	--	250
Audio Casette Player 5 at 60	300	--	--	300
Subtotal - Learning Center Equipment	12,940	--	--	12.940
EQUIPMENT - PURCHASED				
JOB TRAINING				
Ken Cook Learning System 2 at 1065	2,130	--	--	2,130
Motion Picture Projector, 16MM 1 at 650	650	--	--	650
Overhead Projector 2 at 140	280	--	--	280
Subtotal - Job Training Equipment	3,060	--	--	3,060

ITEM	cost FY 1972	FY 1973	FY 1974	Total
EQUIPMENT - PURCHASED				
ADMINISTRATIVE				
Typewriter, Electric - 1	430	--	--	430
Dictating Equipment - 1 Set	975	--	--	975
File Cabinet, 3-Drawer Lettersize - 1	65	--	--	65
File Cabinet, 4-Drawer, 5x8 Card - 1	30	--	--	30
Subtotal - Administrative Equipment	1,500	--	--	1,500
EQUIPMENT - LEASED OR RENTED				
JOB TRAINING				
Leased Equipment and Non-Consumable Materials for Specific Job Training Tasks. Exact Type Will Depend Upon Jobs Identified				
ESTIMATED REQUIREMENT:	500	2,000	500	3,000
Subtotal - Job Training Equipment Leased	500	2,000	500	3,000

ITEM	cost FY 1972	FY 1973	FY 1974	Total
NON-CONSUMABLE MATERIALS				
Programs for Ken Cook Learning System				
Blueprint Reading	1,250	--	--	1,250
Basic Mathematics	795	--	--	795
Other Programs to Meet Specific Job Requirements		2,500	--	2,500
Programs for Welch Autotutor				
Programs in Basic Reading, Basic Math, Shop Math, Reading Engineering Drawings, and Others to Meet Specific Job Requirements 50 Programs at 110	3,000	2,500	--	5,500
Programs for Didactor				
Programs in Basic Electricity, Language Skills, and Others to Meet Specific Job Requirements 100 Programs at $12	800	400	--	1,200
Sound Film Strips with Casettes or Records in Various Fields	1,200	500	--	1,700
Programmed Textbooks	4,000	2,000	--	6.000
Subtotal - Non-Consumable Materials	11,045	7,900		18,945
OTHER COSTS				
Postage, Freight, Express	400	400	50	850
Repairs & Other Services	100	100	20	220
Insurance and Bonding	250	250	50	550
Telephone and Telegraph	1,200	1,200	200	2,600
Publications, Printing, Subscriptions	300	300	100	700
Other Expenditures	300	300	100	700
Subtotal - Other Costs	2,550	2,550	520	5,620

PERSONNEL SUPPLEMENT TO BUDGET

JOB TITLE	DESCRIPTION OF DUTIES, QUALIFICATIONS & INCLUSIVE DATES	SALARY	COST
Project Director	The Project Director is a permanent staff member of Virginia Highlands Community College assigned the responsibility of supervising the whole Job Preparedness Center operation and to coordinate these efforts with the efforts of other agencies and with other programs of the College. Project Director reports directly to the President of the College. The duties as Project Director will take approximately one-half of the time of the staff member assigned. This person has been designated--resume attached. Average full-time salary estimated to be $14,000. 1/2 time for entire period of project--1 July 71 through 31 August 73	7,000	15,200
Job Preparedness Center Director	The Job Preparedness Center Director reports to the Project Director and is in charge of the operation of the Center. The Center Director is responsible for the day-to-day operation of all aspects of the Center and, with the Project Director, will participate in the planning and development of the programs of the Center. The Center Director must have had experience with the education of adults and, preferably, some experience in industry. A masters degree in a relevant field is preferred, but extensive experience may be substituted for graduate work. An appropriate bachelors degree is required. This is to be a full-time position for the entire period of the project--1 July 1971 through 31 August 1973. Estimated salary required to secure the services of a fully qualified person:	14,000	30,300

PERSONNEL SUPPLEMENT TO BUDGET

JOB TITLE	DESCRIPTION OF DUTIES, QUALIFICATIONS & INCLUSIVE DATES	SALARY	COST
Teacher/Counselor	The teacher/counselors will work in the learning center phase of the project under the direct supervision of the Job Preparedness Center Director. Teacher/counselors will also work with and develop community workshops and other related programs, as assigned by the Center Director. Instructor/Counselors will be educational managers. They must have experience in working with older students and must also have a good grasp of the material to be presented (communication skills, mathematics, reading, and basic occupational theory such as blueprint reading, electricity, etc.) An appropriate bachelors degree plus some experience in adult education required. Two teacher/counselors will be required from 1 September 1971 through 31 August 1973. Estimated average salary for each teacher/counselor is	12,000	
	Cost for 2		48,000
Job Training Specialists	Job training specialists will be required to conduct training in specific job-related skills. Until the specific jobs for which training will be provided are identified, it will not be possible to specify detailed specifications. It is anticipated that the requirement for job training specialists will start in the latter part of FY 1972 and peak in FY 1973. Estimated cost of providing these specialists is	variable	30,000
Clerk/typist	The clerk/typist will be responsible to the Center Director and will provide clerical support for the entire center operation. This person will be skilled in office practices, including typewriting, filing, and the completion of reports, and will function as the Center receptionist. The clerk/typist will also supervise college work study students assisting in clerical operations of the Center. This position will be required for the duration of the Center operation	4,200	9,390

PERSONNEL SUPPLEMENT TO BUDGET

JOB TITLE	DESCRIPTION OF DUTIES, QUALIFICATIONS & INCLUSIVE DATES	SALARY	COST
Custodian	Maintain the Job Preparedness Center Building and grounds in a clean, safe, and attractive manner. Custodian required for entire time the Center is in operation	3,600	8,050
College Work Study Students	Students at Virginia Highlands Community College participating in the College Work Study Program will assist in the operation of the Center, provide clerical assistance, and work with appropriate community agencies in community projects related to the overall operation of the Center. The Center will provide the required 20% matching portion of the basic rate of	1.80 hr.	3,000

RESUME

Martha A. Turnage

Project Director

Mrs. Martha A. Turnage graduated from Wake Forest College in 1944 with a B.A. degree in English and Journalism. She worked professionally as a newspaper writer and radio script writer in Winston-Salem and Raleigh, North Carolina and served as public relations director for the Richmond Area Community Chest and Council.

She served from the early 1950's through the mid-60's in a variety of community positions in York County, Virginia, including serving on the planning committee for the town of Yorktown and York Development Committee. In these volunteer positions she became intimately involved in economic development of community and utilization of resources.

She returned to graduate school in sociology in September, 1968, and received her Master's degree from the College of William and Mary in June, 1970. Did special work in sociology of education, race relations and industrial sociology.

Mrs. Turnage took the position of Coordinator of the Learning Laboratory at Virginia Highlands Community College in June, 1970, where she is currently employed.